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ABSTRACT

In 1968, Clinton Hills Elementary School in Chattanooga, Tennessee, adopted the "Supermarket Idea of Learning." This learning theory provided for setting up a learning center in each instructional area with materials and machines of instruction accessible to all students. Additional features to implement the theory included; a) a daily teacher planning period, b) teaching teams, c) elimination of grade level expectation, d) individualization of instruction, e) multi-age and multi-grade grouping, f) large and small group instruction, g) independent study, and h) opportunities for student tutorials. The California Achievement Test was administered to the students every October for several years; it was possible to compare the test scores for fifth grade children in 1967 before the program was implemented with the test scores for fifth grade children in 1971 three years after the program was initiated. The direction and degree of change of mean CAT scores for the 60 children were compared in each of the following categories: reading vocabulary, reading comprehension, total reading, language, and spelling. Results indicated an improvement of mean scores in each category. (MJM)

ED 064234

# The Effects of Nongrading, Team-teaching and Individualizing Instruction on Achievement Scores of Disadvantaged Children

In 1967 the Clifton Hills Elementary School in Chattanooga, Tennessee, was a beautiful round, open carpeted building with the following characteristics:

1. Traditional grade level programs
2. Traditional self-contained classrooms with movable walls marking off each teacher's sanctuary
3. Traditional teachers standing or sitting in front teaching to the whole class
4. A traditional principal who saw no reason to change
5. A student population of predominantly disadvantaged Black and White children
6. Numerous discipline problems

By 1968, through the efforts of the researcher, the Clifton Hills School had accepted the Supermarket Idea of Learning which provided for setting up a learning center in each instructional area which contained everything in that area to be found in the entire school. The materials and machines of instruction were accessible to all students and teachers in the center at all times. It was hoped that just as "impulse buying" takes place in the supermarket through multi-sensory bombardment, so would "impulse learning" takes place in the learning center. The materials cut across all grade levels.

In addition, by 1968 the Clifton Hills Elementary School had begun to implement a program that incorporated the following features:

1. A daily planning period for teachers
2. Teaching teams
3. Elimination of grade level expectation
4. Individualization of instruction through diagnosis and program planning for each child
5. Multi-age and multi-grade grouping
6. Large group, and small group instruction
7. Independent study
8. Opportunities for student tutorials

The researcher provided constant consutltant support and in-service from 1968 to 1971. During that time some characteristics of the school population had not changed.

1. The 1967 teachers were still teaching at Clifton Hills in 1971
2. The student population was still predominantly Black and White disadvantaged children

Since the Clifton Hills School had administered the California Achievement Tests to its students every October for several years, it was possible to compare the test scores for Fifth Grade children in 1967 before the program was implemented -- with the test scores for Fifth Grade children in 1971 -- three years after the program was initiated. Table I shows a comparison of the mean scores with the direction and degree of change for the sixty children in each category.

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TABLE I

| SUB-TEST | 1967 | 1971 | CHANGE |
|---|---|---|---|
| Reading Vocabulary | 4.80 | 6.26 | +1.46 |
| Reading Comprehension | 4.85 | 6.17 | +1.32 |
| Total Reading | 4.92 | 6.09 | +1.17 |
| Language | 4.87 | 6.67 | +1.80 |
| Spelling | 4.62 | 5.94 | +1.32 |

The 1971 children spent their first year in a traditional program in 1967. For the next three years they were in the innovative program. By October 1971 these children had been in school four years and were beginning their fifth year. The test results indicate that the school can help the disadvantaged child learn what society feels he should know inspite of his cultural or linguistic deviations.